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ABSTRACT

The introductory section of the International Reading Association (IRA) annual report briefly discusses recent developments concerning the organization, including its deficit budget, the establishment of an IRA Washington representative, an account of the debate concerning the holding of conventions in states which have not ratified the Equal Rights Amendment, the adoption of professional guidelines for the preparation of reading teachers, and the development of a Spanish language journal. The body of the report begins with the president's message and separate sections are devoted to membership and council relations; national affiliates; special interest groups; committees; professional projects and research; conventions, congresses, conferences, and seminars; publications; professional relations; the professional library; finance and administration; financial statements; and an auditor's report.
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International
Reading Association
1977-1978
Annual Report

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INTERNATIONAL READING ASSOCIATION

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OFFICERS 1977-1978

President

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Vice President

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Vice President-elect

Roger Farr, Indiana University, Bloomington

Executive Director

Ralph C. Staiger, International Reading Association, Newark, Delaware

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1973-74 Millard H. Black

1974-75 Constance M. McCullough

1975-76 Thomas C. Barrett

1976-77 Walter H. MacGinitie

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1956-57 Donald L. Cleland

1957-62 James M. McCallister

INTRODUCTION

WHAT IS THE IRA DOING?

This has been a year of hard decisions for the International Reading Association. In 1977-78, under the presidency of William Eller of the State University of New York at Buffalo, decisions were reached which required careful analysis, long discussions, and positive projections into the future. These tasks were accomplished by the members, delegates, Board of Directors, and staff. Fortunately, continuing growth supports those decisions and there are many good omens on the horizon for reading. Five developments might be singled out for special notice.

Deficit Budget

A deficit in 1976-77 and a deficit budget in 1977-78 foreshadowed defeat in the fight against rising costs of services. Belt-tightening over a period of three years and the institution of cost-saving procedures, such as inhouse phototypesetting for publications, could not stave off a rise in dues. The Delegates Assembly at Houston discussed the Board of Directors' recommendations and passed the first dues rise in seven years.

Washington Representative

Eyes and ears for IRA in Washington were provided for the first time by a part-time representative, the most that the beleaguered deficit budget could stand.

ERA Debate

A difficult decision about holding conventions in states which had not ratified the Equal Rights Amendment to the U.S. Constitution was made in Houston. After long debate, a resolution which would have banned such sites was defeated. Some of the reasons which emerged in the discussion were: the parochial U.S. nature of the resolution; its unrelatedness to reading and to the purposes of the Association; and its wording, which would have outlawed a convention site in nonratifying states even if the Amendment were passed by a sufficient number of states. In addition, it would have prevented any Canadian city from hosting a convention. Although many of the delegates voiced support for the principle of the Amendment, they did not believe it to be in the best interests of the Association or the profession to vote for the resolution.

Professional Guidelines

After long gestation, a set of Guidelines for the Professional Preparation of Reading Teachers was adopted. It delineated seven roles for reading teachers and listed desirable attitudes, concepts, and skills for teachers of reading.

Spanish-language Journal

First steps were begun by the Board of Directors toward the development of a Spanish-language reading journal. This new departure will be studied for its feasibility.

We hope you will read the details of the many other activities in which the International Reading Association is engaged. This report is designed to share these endeavors with interested members so that they can see what the Association is doing for them, their colleagues, and the readers of the world.

PRESIDENT'S REPORT

William Elser

This past year, as I have participated in local, provincial, state, and regional meetings of the International Reading Association and its councils, I have been impressed with the vigor and the high level of professionalism being manifested in widely varied settings. One indicator of this vitality is the increase in the number of Association councils and affiliates which now number just slightly more than a thousand for the first time in the Association's history. Since we are an international organization, it is perhaps worth mentioning that it was the chartering of a local council in New Zealand which brought the total to 1,000 early in 1978.

Typically, the President's report deals with a number of topics of importance in the recent past or the immediate future of the Association. However, since the entire Annual Report that follows touches upon many such items of interest to IRA members, mine will focus upon one issue: the increasing tendency of the Board of Directors to take a stance on matters of concern to the membership.

Two or three years ago, a number of IRA members expressed the view that Association officials were not sufficiently aggressive in setting forth the views of professional reading educators or in defending the interests of members. Since I am fairly well-acquainted with the work of the Board of Directors since 1971, I can report that in the past couple of years the Board has been much more inclined to explore issues which have political and economic consequences for reading teachers, to attempt to determine the positions most suitable for the Association and its members, and to initiate procedures which will give some thrust to the position taken. I will illustrate that claim with a few examples.

For 1. If a year, a small group of IRA representatives have been interacting with certain personnel of the National Assessment of Educational Progress as the latter develop their plans for evaluating the functional reading abilities of American students aged nine, thirteen, and seventeen. As you may recall, National Assessment tested reading abilities of readers of these ages in 1971 and again in 1975—and, happily, found some gains in certain skill areas by 1975. Because NAEP will assess reading again in 1979, it has sought advice about the nature of the measuring instruments to be used and, as might be expected, IRA provided several members to serve on an advisory committee to NAEP.

As National Assessment has proceeded to plan its 1979 reading evaluation, a major controversy has arisen over the question, "Should the assessment include measurement of certain subskills of reading, especially word attack skills?" For several reasons, Roger Farr, Dorothy Strickland, Robert Tierney (chairperson of the IRA committee) and I have encouraged NAEP to test students' abilities to read and react to a variety of practical print interpretation situations without including measures of subskills. At its January 1978 meeting, the IRA Board of Directors unanimously adopted a resolution supporting the view that NAEP should assess functional reading abilities but not the ability to handle certain word attack skills. The resolution set forth six reasons for the IRA position. Subsequently, National Assessment informed us that its staff agreed not to include subskill measures in the formal evaluation program in reading next year.

It is readily apparent that millions of Americans and Canadians believe that

PRESIDENT'S REPORT

today's school children do not read as well as their counterparts of thirty or forty years ago, and the mass media perpetuates and extends that impression. Even our "sister" association, the American Library Association, sponsored a TV spot announcement in which George Gallup made the statement that "we have seen that reading skills are declining at a disturbing rate." Because the data we have been able to locate seem to indicate that, if anything, reading abilities of school learners have improved over the past three or four decades, some of the Association officers have challenged claims as they have appeared in the media. In the case of the Gallup TV spot, the American Library Association agreed to reconsider its position, and the announcement seems to have been taken off the air.

To deal with this problem of misrepresentation of the truth regarding gains or losses in reading achievement, the Executive Committee set aside time during the April Board Meeting for the discussion of means whereby the Association can, first, keep abreast of trends in reading achievement, and second, keep the profession, the media, and the public informed of the status of students' reading abilities in the countries where data are available. The Executive Committee set up a tentative plan for monitoring and reporting on reading achievement, but alternative approaches were solicited from the other Board members.

Another very likely issue in educational circles is minimum competency



Officers and Board Members for 1977-78 were: (front row, left to right) Mary Ann Baird, Vice President Dorothy S. Strickland, President William Eller, Vice President-elect Roger Farr, Lou E. Burmeister, (back row, left to right) Addie Stabler Mitchell, Kenneth S. Goodman, Jean E. Robertson, Robert B. Ruddell, Roseimina Indrisano, Jack Cassidy, and Ethna Reid

PRESIDENT'S REPORT

testing. At the January meeting, your Board of Directors set aside special time for discussion of this controversial matter. After an hour and a half it was apparent that consensus by the Board members was not likely, and even if agreement were reached, there would be uncertainty as to the views of the majority of IRA members. However, Jack Cassidy, Roger Farr, and Kenneth Goodman each expressed a certain viewpoint so distinctly that they were encouraged to prepare short position statements which have since been printed as a pamphlet and distributed to all Association members. Copies of that pamphlet, "Minimum Competency Standards—Three Points of View," are available from Association Headquarters.

Last year an IRA Advisory Group on Black Concerns recommended that the Association develop, print, and distribute a set of affirmative action policies. The members of that group felt that even though Headquarters in Newark was aware of the many directions in which it must be responsive to the concerns of minorities, printed affirmative action statements would be useful in local, provincial, and state councils where personnel change more frequently and there is greater likelihood that any "generation" of officers may not be fully aware of affirmative action goals.

In early March 1978, I met with a subgroup of minority representatives for the purpose of initiating the development of an IRA affirmative action statement. Together we listed ten areas of Association functions in which



Vice President Dorothy S. Strickland, Kean College of New Jersey in Union, stands with the Association's Executive Director, Ralph C. Staiger (left), and President William Eller, State University of New York at Buffalo. Passing of the gavel ceremonies occurred on the last day of the Houston Convention at the Book and Author Luncheon.

PRESIDENT'S REPORT

affirmative action policies are needed (employment, membership, nominations, etc.) After identifying the IRA committee or Headquarters office which should be responsible for guaranteeing affirmative action in each of the ten areas, we prepared a short paragraph describing how policies of nondiscrimination would seem to apply to the respective functions. These rudimentary materials have been endorsed by the Executive Committee and have been sent to the IRA committees and Headquarters personnel who will develop the detailed affirmative action policies for the ten functions.

Once the various policy statements have been consolidated and approved by the Board, an official IRA affirmative action brochure will be printed and made available to the entire membership. Dorothy Strickland has indicated that she will give appropriate charges to certain committees in order to assure the completion of this project.

When the Delegates Assembly met in Anaheim two years ago, the hottest item on the agenda concerned the teaching of compensatory reading by educators who were identified as teachers of learning disabled children but who had little or no professional training in dealing with the most common problem of learning disabilities cases—reading deficiency. The controversy with learning disabilities teachers really boils down to economic survival: reading teachers with appropriate professional education and experience felt threatened because certification requirements and funding regulations seemed to allow—perhaps even encourage—school systems to arrange for compensatory reading instruction to be provided by educators who were certified to teach learning disabilities cases, but who had little or no training in the diagnosis and correction of reading problems.

The concern of many participants in the Delegates Assembly at Anaheim probably increased IRA officers' awareness of the need to remain exceptionally alert to many of the political and economic aspects of the education of the learning disabled youngster. In any case, IRA members now manifest much less anxiety regarding the role of learning disabilities teachers and programs. Part of the reduction in anxiety may be traceable to the clarification of the federal regulations (94-142), a modification to which IRA contributed.

However, this controversy was mainly one of "Who is qualified to teach reading?" To provide a comprehensive guideline for dealing with that question the Professional Standards and Ethics Committee has developed sets of competencies and descriptions of training programs for several types of reading educators, ranging from elementary classroom teachers to college methodology professors.

These new standards should be available to the profession by the time this Annual Report is published. When you first see them you may wonder if they will have the desired effect on programs for the education of reading professionals. Therefore, I will remind you that the last IRA standards of this sort (published more than a decade ago) are reflected in the current programs of dozens of colleges and universities, as well as in certification requirements of various states and provinces.

Also presented at the Anaheim Delegates Assembly was a motion calling for the Association to be represented in Washington. For quite a few months now, Richard Long has been looking out for IRA interests in the U.S. capital city. He has been involved in just about all the Washington-based activities the Association is especially interested in. My main reason for including a few words about Mr. Long is that he has developed a prototype for a legislative newsletter. When the prototype has been refined by Board review and by the publications staff, the newsletter will be added to the array of IRA publications and will be distributed to appropriate IRA agencies and councils.

MEMBERSHIP AND COUNCIL RELATIONS

One of the primary strengths of the Association is the worldwide network of councils and affiliates which work to promote the objectives of IRA at the local, provincial, state, and national levels. During 1977-78, a new milestone was reached—the 1,000th council was chartered. The honor went to the Taranaki Council in New Plymouth, New Zealand. Council growth did not stop at this point, and as of June 30, 1978, there were 1,012 local, special interest, state, provincial, and national affiliates in 25 countries. During the year 52 councils were added to the roster; in addition, there are 115 councils in the process of completing the organizational requirements for affiliation.

The strength and outreach of IRA is also measured by membership growth, and during 1977-78 individual membership increased to 49,841, a record high. This figure represents an increase of 8 percent over the previous year. Institutional membership is 22, 654. Membership at the close of the year stands at 72,495, a new record.

COUNCIL SERVICES

With the increasing number of councils, accompanied by expanded programs and activities, the need for continued support and continuity is intensified. The primary responsibility for contact is the dedicated work of volunteers—the area, provincial, and state coordinators. Providing support to these and thousands of other council and affiliate leaders is the Department of Membership and Council Relations. Serving as a clearinghouse for Headquarters, the Department provides a wide range of supplies and services (including on-site assistance).

Field Consultants. As professionals in the field, the Field Consultants are vitally concerned with reading and the development of effective reading programs. As such, they travel extensively, working closely with councils to strengthen the councils' role in this endeavor. Primary responsibilities of Field Consultants include leadership training, promoting council outreach, stimulating the organization of programs and projects, and fostering membership and council growth, as well as representing the Association at provincial, state, and regional conferences. Recognizing the need for more consultants, the Board authorized an additional position. Oliver Patterson of New York was selected and assigned the East and Atlantic Regions. Kay Hays now serves the Southeast and Rupertsland Regions; David Rhoads, the Great Lakes, Plains, and Laurentian Regions; Pamela Hoecker the Southwest, Far West, and Transmountain Regions; and James Sawyer, the Rocky Mountains.

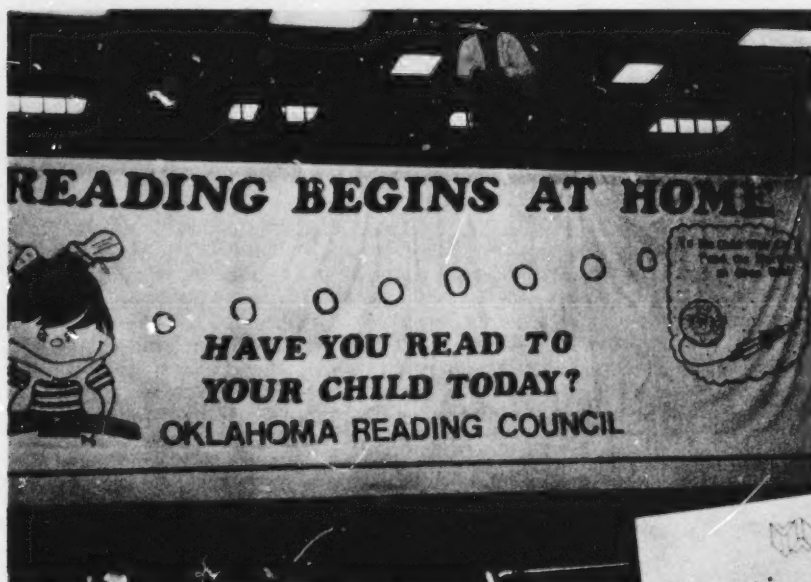
Leadership Workshops. Regional leadership workshops, designed to strengthen the relationship between councils and the Association, were held in each of the U.S. regions. Activities were based on the needs of state/provincial council officers and coordinators, and ranged from conference management to parent involvement.

MEMBERSHIP AND COUNCIL RELATIONS

MEMBERSHIP SERVICES

The goals of the International Reading Association are high and reflect the need for quality reading instruction and the promotion of the reading habit at all levels. Each member contributes to and increases the Association's ability to achieve these goals. Accordingly, efforts are made to provide individual members with the widest range of services and benefits possible. Members receive the periodical(s) of their choice; *Reading Today*, a newsletter containing news of the reading world and announcements of meetings and publications; *Reading Today International*, a newsletter detailing reading news from around the world (available in English, French, and Spanish); free placement service during the annual convention; the opportunity to use services such as the *Placement Newsletter*, studytours, and insurance plans; and the opportunity to purchase Association jewelry. Other benefits and privileges include reduced registration fees for the annual convention and some regional conferences; reduced prices on Association publications; and the opportunity to use resources of Headquarters in situations where the staff can be of help. Of equal importance to these services and benefits is the privilege of voting in the annual election of officers and board members.

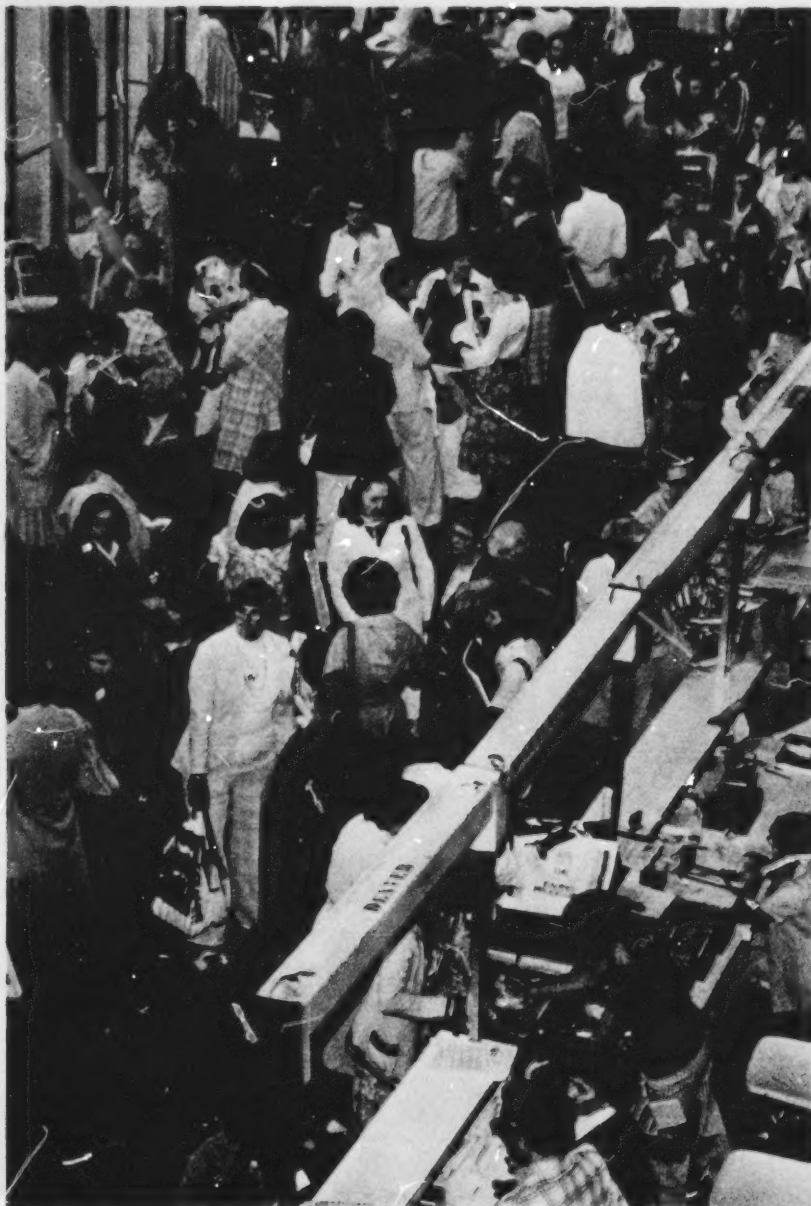
Comprehensive members, in addition to the above, automatically receive Association publications issued during the year of membership—often a substantial savings over the individual purchase prices.



Several state councils staffed booths in the exhibit area at the convention. This slogan at the Oklahoma Reading Council Booth reflects a topic of increasing concern to all councils—the role of parents and reading.

MEMBERSHIP AND COUNCIL RELATIONS

Convention registration was over 10,000 for the fifth consecutive year, making this busy scene at the registration area a typical one. Individual membership is also setting records—up eight percent from last year.



MEMBERSHIP AND COUNCIL RELATIONS

INTERNATIONAL READING ASSOCIATION COUNCILS

June 30, 1978

CANADA

Local and Special Interest		Newfoundland	2	Provincial	
Alberta	5	Nova Scotia	5	New Brunswick	1
British Columbia	2	Ontario	8	Nova Scotia	1
Manitoba	2	Quebec	1	Quebec	1
New Brunswick	2	Saskatchewan	2	Total	3
		Total	29		

UNITED STATES

*State Council

Local and Special Interest		Indiana*	42	New Mexico*	12	Virgin Islands	2
Alabama*	14	Iowa*	25	New York*	42	Washington*	28
Alaska*	6	Kansas*	21	North Carolina*	35	West Virginia*	18
Arizona*	11	Kentucky*	19	North Dakota*	5	Wisconsin*	21
Arkansas*	11	Louisiana*	14	Ohio*	57	Wyoming*	11
California*	52	Maine	3	Oklahoma*	25	Overseas U.S. Councils	1
Canal Zone	1	Maryland*	11	Oregon*	6	Total	893
Colorado*	23	Massachusetts*	10	Pacific Area	3		
Connecticut*	5	Michigan*	38	Pennsylvania*	30		
Delaware*	3	Minnesota*	12	Rhode Island*	4		
D.C.	1	Mississippi*	12	South Carolina*	15		
Florida*	34	Missouri*	27	South Dakota*	8		
Georgia*	25	Montana*	11	Tennessee*	13		
Hawaii	3	Nebraska*	10	Texas*	36		
Idaho*	7	Nevada	3	Utah*	4		
Illinois*	31	New Hampshire*	5	Vermont*	0		
		New Jersey*	13	Virginia	17		

OTHER COUNTRIES

*National Affiliate

Argentina	*	Denmark	*	Israel	*	Philippines	*
Australia	6	Finland	*	Jamaica	*	Sweden	*
Austria	*	France	*	Japan	*	United Kingdom	*
Bahamas	1	Germany	*	Korea	*	Uruguay	*
Belgium	*	India	*	Luxembourg	*	Total	38
Brazil	1	Ireland	*	Mexico	1	Grand Total	1,012
				New Zealand	11		

GROWTH OF IRA COUNCILS 1956-1978

	United States*	Canada	Other Countries	Total		United States*	Canada	Other Countries	Total
1956	48			48	1967	442	31	10	483
1957	87			87	1968	517	33	12	562
1958	98	20		118	1969	592	32	14	638
1959	105	33	2	140	1970	654	31	16	701
1960	143	33	2	178	1971	686	30	17	733
1961	171	36	3	210	1972	734	30	20	784
1962	208	38	5	251	1973	766	27	22	815
1963	251	38	5	294	1974	792	26	26	844
1964	297	44	6	347	1975	832	29	27	888
1965	352	45	7	404	1976	856	31	32	919
1966	394	35	7	436	1977	895	31	36	962
					1978	942	32	38	1012

*Includes state councils

MEMBERSHIP AND COUNCIL RELATIONS

INTERNATIONAL READING ASSOCIATION

Comparative Individual and Institutional Member Status

	June 30 1977	June 30 1978	Increase (Decrease)
INDIVIDUAL MEMBERS			
The Reading Teacher	23,650	25,289	1,639
The Reading Teacher and Reading Research Quarterly	1,694	1,684	(10)
The Reading Teacher, Journal of Reading and Reading Research Quarterly	3,621	4,020	399
Journal of Reading and Reading Research Quarterly	886	975	89
Reading Research Quarterly	1,623	1,624	1
The Reading Teacher and Journal of Reading Comprehensive	4,126	4,767	641
Journal of Reading	4,501	4,847	346
Sampler Students	5,811	6,414	603
Students (Publications)	95	64	(31)
Spouse	132	124	(8)
	19	33	14
Total Individual Members	46,158	49,841	3,683
			7.98% Increase
INSTITUTIONAL MEMBERS			
The Reading Teacher	16,534	16,050	(484)
Journal of Reading	4,043	4,303	160
Reading Research Quarterly	1,436	1,495	59
Comprehensive	827	906	79
Total Institutional Members	22,840	22,654	(186)
			0.81% Decrease
GRAND TOTALS	68,998	72,495	3,497
			5.07% Increase

Comparative Journal Circulation June 30, 1978

	June 30 1977	June 30 1978	Increase (Decrease)
The Reading Teacher			
Individual Members	37,593	40,612	3,019
Institutional Members	17,880	17,438	(442)
Total The Reading Teacher	55,473	58,050	2,577
			4.65% Increase
Journal of Reading			
Individual Members	18,945	21,024	2,079
Institutional Members	4,918	5,164	246
Total Journal of Reading	23,863	26,188	2,325
			9.74% Increase
Reading Research Quarterly			
Individual Members	12,325	13,150	825
Institutional Members	2,295	2,435	140
Total Reading Research Quarterly	14,620	15,585	965
			6.60% Increase
GRAND TOTALS	93,956	99,823	5,867
			6.24% Increase

MEMBERSHIP AND COUNCIL RELATIONS

INTERNATIONAL READING ASSOCIATION Distribution of Individual and Institutional Members by State and Province June 30, 1978

Canada	Indiv.	Instit.			
Alberta	292	173	Ontario	546	373
British Columbia	319	195	Prince Edward Island	10	11
Manitoba	169	112	Quebec	182	97
New Brunswick	70	19	Saskatchewan	112	59
Newfoundland	65	34	Yukon Territory	4	2
Northwest Territories	4	1			
Nova Scotia	203	65	Totals	1,976	1,141

United States	Indiv.	Instit.	United States	Indiv.	Instit.
Nebraska	468	127	Alabama	319	249
Nevada	115	30	Alaska	193	56
New Hampshire	170	95	Arizona	536	191
New Jersey	1,529	1,069	Arkansas	297	221
New Mexico	478	188	California	3,691	1,031
New York	3,925	1,735	Canal Zone	10	2
North Carolina	1,128	731	Colorado	1,032	224
North Dakota	115	73	Connecticut	693	295
Ohio	1,937	761	Delaware	225	75
Oklahoma	477	119	D.C.	264	89
Oregon	321	342	Florida	1,690	797
Pacific Islands	29	29	Georgia	775	687
Pennsylvania	2,347	1,225	Hawaii	210	71
Puerto Rico	24	34	Idaho	184	44
Rhode Island	185	98	Illinois	2,279	1,156
South Carolina	565	405	Indiana	1,197	412
South Dakota	160	55	Iowa	788	348
Tennessee	974	221	Kansas	709	279
Texas	2,814	874	Kentucky	447	214
Utah	166	65	Louisiana	853	476
Vermont	99	67	Maine	153	98
Virginia	1,032	782	Maryland	815	517
Virgin Islands	61	15	Massachusetts	1,103	517
Washington	681	257	Michigan	1,573	758
West Virginia	435	98	Minnesota	524	397
Wisconsin	1,015	750	Mississippi	312	303
Wyoming	231	38	Missouri	1,164	335
			Montana	182	103
Totals	43,699	20,228			

MEMBERSHIP AND COUNCIL RELATIONS

INTERNATIONAL READING ASSOCIATION

Distribution of individual and Institutional Members by Country

June 30, 1978

83 Countries	Indiv.	Instit.		Indiv.	Instit.
Afghanistan	2	—	Lesotho	—	2
Argentina	22	2	Liberia	1	4
Australia	403	293	Libya	1	—
Austria	4	2	Luxembourg	6	—
Bahamas	42	3	Malaysia	—	6
Bangladesh	1	—	Mauritius	1	—
Barbados	1	1	Mexico	17	4
Belgium	6	5	Nauru	1	—
Belize	1	—	Netherlands	21	51
Bermuda	23	3	New Zealand	459	42
Bolivia	1	—	Nigeria	12	7
Brazil	7	15	Norway	5	12
Canada	1,976	1,141	Pakistan	—	4
Chile	1	1	Panama	2	—
Colombia	3	4	Papua New Guinea	2	5
Costa Rica	—	1	Peru	—	1
Denmark	8	23	Philippines	20	43
Dominican Republic	1	—	Rhodesia	—	—
Ecuador	1	—	Saint Lucia	—	—
Egypt	—	2	Saudi Arabia	1	1
El Salvador	1	—	Sierra Leone	—	2
Ethiopia	—	1	Singapore	10	5
Fiji	2	—	South Africa	15	23
Finland	17	12	South West Africa	—	3
France	9	6	Spain	5	2
Germany	40	22	Swaziland	—	1
Great Britain	50	167	Sweden	15	10
Greece	1	—	Switzerland	4	5
Guatemala	1	—	Taiwan	1	2
Honduras	1	1	Thailand	3	4
Hong Kong	4	4	Trinidad & Tobago	1	3
Hungary	—	1	United Arab Emirates	1	—
Iceland	—	2	United States	43,699	20,228
India	2	13	Uruguay	2	—
Indonesia	3	1	Venezuela	5	3
Iran	2	7	Yugoslavia	—	2
Iraq	—	2	Zambia	—	1
Ireland	14	3			
Israel	12	13	TOTAL REGULAR		
Italy	—	3	MEMBERS	47,057	22,279
Ivory Coast	1	—			
Jamaica	14	14	Full Student Members	2,407	—
Japan	25	23	Student Sampler		
Kenya	—	1	Members	64	—
Korea (South)	12	4	Student Publication		
Kuwait	—	3	Members	124	—
			Spouse Members	33	—
			Life Members	52	—
			Complimentary	36	78
			Emeritus Members	68	—
			Bulk Orders	—	137
			Exchange	—	160
			GRAND TOTAL	49,841*	22,654
			MEMBERS		

*This figure does not include individual members of local, provincial or state councils or national affiliates.

NATIONAL AFFILIATES

The international aspect of the Association is more than a name. The outreach of the International Reading Association is truly worldwide in scope through its network of national affiliates and councils. There are currently eighteen national affiliates as well as councils in the Bahamas, Australia, Brazil, Mexico, and New Zealand.

The total membership receives, on a quarterly basis, information on international programs, projects, and activities through the newsletter, *Reading Today International*. Support services are provided by the European and Latin American Offices and, at Headquarters, through the Assistant to the Executive Director and the Department of Membership and Council Relations.

ARGENTINE READING ASSOCIATION

In addition to holding their Second Study Conference, members of the Argentine Reading Association have conducted meetings, seminars, and courses on reading open to all interested persons, and published four booklets related to reading.

AUSTRIAN SOCIETY FOR RESEARCH ON AND PROMOTION OF READING

The Austrian Society has been involved in conducting research, promoting an awareness of research projects and papers available on teaching reading, and collecting information on all locations within the country that deal with reading research and teaching reading.

BELGIAN READING ASSOCIATION

Through its quarterly bulletin, *ABL*, the Belgian Reading Association has kept its members informed of IRA activities throughout the year, and has done a review of the historical role of reading and of recommended techniques for teaching reading based on data from many parts of the world. Two particular areas of interest for this group are preschool or home activities, and beginning reading.

DANISH NATIONAL ASSOCIATION OF READING TEACHERS

The Danish Association serves its membership of about 9,000, most of whom are classroom teachers, primarily through its journal *Laesepædagoggen*, which focuses on reading development in the larger context of mother tongue teaching. This association also works cooperatively with other Danish organizations and with other reading associations in Europe.

FINNISH READING ASSOCIATION

Begun with a special interest in dyslexia, the National Council of IRA of Finland has served its members through its quarterly journal, through training programs, and through participation in conferences with other Scandinavian reading associations.

NATIONAL AFFILIATES

FRENCH READING ASSOCIATION

During the past year, the French Reading Association celebrated its tenth anniversary, and continued its efforts to involve more classroom teachers in its activities and to expand its membership geographically. Two local branches were established outside Paris.

GERMAN READING ASSOCIATION

The German Reading Association began publication during the year of its own journal, *IRA/D-Beiträge*, to share information on its activities as well as those of IPA, and to disseminate reports on various topics in the field of reading.

INDIAN READING ASSOCIATION

To meet its goals, the Indian Reading Association has organized lectures, seminars, and local workshops; publicized reading related activities; and participated in IRA conferences.

READING ASSOCIATION OF IRELAND

The activities of the Reading Association of Ireland have included regular publication of the newsletter, *Reading News*, efforts to organize local branches, and an annual conference with papers presented by participants from several countries.

ISRAEL READING ASSOCIATION

The Israel Reading Association has organized lectures and meetings of various sorts and was extensively involved in the IRA World Congress in Singapore. Current efforts include encouraging affiliate members to take out IRA membership.

JAMAICA READING ASSOCIATION

Local and countrywide meetings, a magazine, a journal, and the publication of short stories of particular interest to Jamaicans have been special activities of the Jamaica Reading Association.

JAPAN READING ASSOCIATION

In addition to sponsoring an annual conference, the Japan Reading Association has actively encouraged member participation in IRA World Congresses by providing interpretation, and has conducted leadership workshops for local leaders from among its membership of approximately 600.

KOREAN ASSOCIATION FOR READING SCIENCE

The Korean Association for Reading Science has sponsored monthly research conferences and kept its members informed on national and international activities through the *KARS Newsletter*.

LUXEMBOURG READING ASSOCIATION

The Luxembourg Reading Association has been focussing its attention on parental involvement, beginning reading, and the concerns of classroom teachers through meetings and its regular bulletin.

NATIONAL AFFILIATES

READING ASSOCIATION OF THE PHILIPPINES

Through its newsletter, *Rapporteur*, and through various kinds of meetings, the Philippines Association keeps its members informed about reading and related fields.

SWEDISH COUNCIL

The membership of the Swedish Council, most of whom are classroom teachers, is served by seven local councils, seminars and workshops, and cooperative activity with other Scandinavian countries.

UNITED KINGDOM READING ASSOCIATION

The United Kingdom Reading Association has a broadly based membership, over sixty local councils, an active publications program of both occasional and regular publications including the recently established *Journal of Research in Reading*, and a well-attended annual study conference. Future plans include increased cooperation with other professional organizations in the U.K.

READING SOCIETY OF URUGUAY

With a basic interest in reading difficulties, the Reading Society of Uruguay has offered courses on various topics and is organizing a library for the use of its members.



An IRA convention reception is a convenient, relaxing way to meet people from around the country and around the world who share your interests. This group includes (from left to right) Gerald Hodges, Local Arrangements Chairperson for next year's convention in Atlanta, Georgia; Wilson Rawls, author, and Mrs. Rawls; Ronald Mitchell, the Association's Director of Conferences; and Jimmy Chan, Hong Kong Teachers Association.

SPECIAL INTEREST GROUPS

The need for members to share information with others in a particular area within the field has been recognized by the Association through the organization of special interest groups. Meeting annually during the convention, the groups promote and exchange ideas, techniques, and research. Presently, there are eighteen groups recognized by IRA. During the past year, the following groups were added: Basic Education and Reading for Adults, D*R*A*M*A (Dramatic Reading and Media Activities), Readability, and Reading and the Aging.

Special interest groups submitting activity reports for 1977-78 were:

Disabled Reader. The group conducted its first annual conference in St. Petersburg, Florida, in October 1977. The conference was well received and a second conference is scheduled for October 27-28, 1978 in New Orleans. During the year, three newsletters were published reflecting activities and interests.

D*R*A*M*A (Dramatic Reading and Media Activities). Discussion topics at the group's annual business meeting in Houston included the creative arts and the reluctant reader, the elementary student, the secondary student, and the community. The group heard Ramon Royal Ross on "Creating and Animating Puppets" and viewed a children's theatre presentation. *D*R*A*M*A News* is the group's newsletter.

History of Reading Instruction. Focus of the group's annual meeting was "Issues in Research in the History of Reading" which fostered an informal open discussion among members of the audience. During the year, the group developed a new membership form which surveys the backgrounds and interests of members as well as activities in the history of reading instruction. Information from the survey will be published in future newsletters.

International Cooperation in Research and Development in Reading. The program presented in Houston furthered the group's interest through presentations on adult reading in Sweden, reading at the infant level, research in reading in Argentina, and psycholinguistic beliefs: a cross-cultural study of teacher practices. A preliminary report on the concepts of reading of young children was presented to the group and will be reported at the Hamburg World Congress.

Language Experience Approach. A forum conducted in San Antonio prior to the Houston Convention and a regularly scheduled meeting addressed by John Merritt on "Experience Exchange in British Schools" highlighted the activities of the group. Three issues of a newsletter were published as well as *Chairperson Chatter*, a report by the chairperson.

Literature for the Adolescent Reader. Throughout the year, members of the group are provided with information and ideas through the publication of a monthly newsletter, *Signal*. Topics covered in the group's open meeting in Houston concerned adolescent reading materials and finding sources of adolescent literature for a bi-weekly magazine.

Oral Language in Reading Development. Primary activities consist of internal correspondence and information sharing among members interested in common topics of research.

SPECIAL INTEREST GROUPS

Readability. The group has been working with the research committee of the school division of the Association of American Publishers, sharing an interest in the many factors involved in the selection of textbooks. Additionally, a committee was appointed to work with newspapers on common interests and is chaired by a publisher of a major newspaper. Four newsletters were published during the year and the annual meeting in Houston drew a capacity crowd.

Reading and the Aging. Objectives of the group are to foster research on aspects of reading behavior in the aged and to encourage the exploration of ways in which reading can enhance the lives of the aged. Topics at the annual meeting in Houston dealt with conducting research and measuring ageism in children's literature.

Reading for Gifted and Creative Students. Members contributed in disseminating information on the general neglect of the gifted and creative through conferences, individual contacts, and in providing guidance for concerned administrators and teachers, an effort to be continued. Liaison has been established with the Council for Exceptional Children and one issue of the newsletter, *The Question Mark?*, was devoted to information on key contact officers in the U.S. Office of the Gifted and Talented, U.S. Regional Offices, and state agencies.

Secondary Reading. Applications of psycholinguistic insights to secondary reading were explored by the group during the Houston Convention. Members are kept up-to-date on developments in the field through the *SRIG International Newsletter*.

Sex Differences in Reading. Topics covered at the Houston Convention meeting were "The Sex Bias and Stereotyped Treatment of Girls in Books," "Building a Bridge for the Disadvantaged Male Student," and "Sex Role Standard—Its Link to Reading."

Teacher Educators in Reading. The group surveyed all 80 IRA state/provincial coordinators and coordinators in countries other than the United States and Canada to identify organizations with similar concerns. A second survey was conducted on membership interests to help plan activities for 1978-79. The third newsletter of the year was expanded, and led to the decision to expand it into a journal for 1978-79.

Two-Year College. Communication with members continued as a major priority of the group. Activities during convention provided members with site visitations and an opportunity to explore topics including innovative learning strategies, diagnosis in the community college, priorities, and student strategies for learning from reading.

COMMITTEES

IRA committees and subcommittees contribute significantly to the vitality and professional growth of the Association. Committee chairpersons and members are appointed for one-year terms by the incoming president. Their terms begin at the close of the annual convention and end at the close of the following year's convention. While the expenses of committee work are borne by the Association, committee personnel serve without pay.

Eleven standing committees, mandated by the Association's Bylaws, were at work during the year. In addition, twenty-four ad hoc committees were appointed for 1977-78 to investigate specific topics and to meet current needs in the profession. These include liaison committees with other organizations.

In addition to committees, Special Service Coordinators Dorothy Kendall Bracken, Studytours, and Ann Robinson, Convention Placement Service, provided specialized professional services to the membership.

STANDING COMMITTEES

After careful screening the following recommendations for awards were made by **Citations and Awards Committee** subcommittees and confirmed by the Board of Directors:

- **Citation of Merit:** Mildred A. Dawson, IRA Past President, Fairfield, Iowa, United States
- **Special Service Award:** Olive S. Niles, Connecticut State Department of Education, United States
- **International Citation of Merit:** Marie Clay, University of Auckland, New Zealand
- **Institute for Reading Research Fellowship:** Nancy M. Robinson, Macquarie University, Australia
- **Albert J. Harris Award:** Thomas G. Sticht, National Institute of Education, Washington, D.C., United States, and Lawrence J. Beck, Mountain View, California, United States
- **Outstanding Dissertation Award:** Beth DeFratis Evans, United States (dissertation completed at University of Colorado, U.S.); Victor Froese, Canada (dissertation completed at University of Minnesota, U.S.); and Tom Nicholson, New Zealand (dissertation completed at University of Minnesota, U.S.)
- **Nila Banton Smith Award:** Eleanor Wilson Fisk, Penfield Central Schools System, Penfield, New York, United States
- **Children's Book Award:** Lois Lowry for *A Summer to Die*, published by Houghton Mifflin, New York, United States
- **Broadcast Media Award, Radio:** George Morency, station WGBH-FM, Boston, Massachusetts, United States
- **Broadcast Media Award, Television:** Jan Rasmusson, station WOWT-TV Channel 6 News, Omaha, Nebraska, United States
- **Print Media Award:** Nancy J. Stohs, *The Ledger*, Lakeland, Florida, United States

The main effort of the **Evaluation Committee** for 1977-78 was the development of a questionnaire to be used to obtain information on the nature of the IRA membership in 1978. The first survey of the membership was done in 1973. Since certain information is collected from members each time they renew, the committee's questionnaire is designed to supplement

COMMITTEES

information already on hand from the ongoing collection, and to make the total bank of data on the membership parallel to the first survey for easy comparison.

During the year, the **Headquarters Committee** 1) examined and recommended acceptance of the 1976-77 fiscal year audit; 2) authorized from the Capital Expense Budget the purchase of an additional piece of phototypesetting equipment; 3) revised the existing policy on honoraria and expenses for Officers, Board members, and staff; 4) reviewed and recommended approval of adjustments to the 1977-78 Operating Fund Budget, adoption of the 1978-79 Capital Equipment Budget, and passage of the 1978-79 Operating Fund Budget by the Delegates Assembly; 5) reviewed and recommended the adoption of an Investment Philosophy and Policy; 6) proposed guidelines and procedures for the selection of future Executive Directors.

The **Membership and Organization Committee** reviewed and requested Board approval of a new membership for parents as recommended by the Parents and Reading Committee. The Membership and Organization Committee also recommended dropping the requirement that a photocopy of a student identification card must accompany each student membership application. The Board agreed to both requests. On the recommendation of the Canadian Membership and Organization Subcommittee, the Board also agreed to the naming of Provincial Consultants for New Brunswick, Newfoundland, and Nova Scotia to provide assistance to the Coordinator for the Atlantic Provinces. Members of the U.S. Membership and Organization Subcommittee made a concerted effort during the year to determine the reasons why some members did not renew membership. As in previous years, the two subcommittees worked together to develop the program for Field Leaders activities during the annual convention.



Program Committee members William Eller, Norma Dick, Oliver Patterson, Pearl Grubert, and Carolyn Lockwood met in Houston in June of 1977 to plan for the Twenty-third Annual Convention.

COMMITTEES

During their meeting just prior to the opening of the annual convention in Miami Beach, Florida, the **Nominating Committee** selected a slate in accord with procedures outlined in the Bylaws and the Board Policy Manual. The ballot count in March was supervised by the committee's representative, Mary Ellen Johnston, who reported the following results:

For Vice President-elect, 1978-1979

•Olive S. Niles	5,334
Robert B. Ruddell	5,112
Other	45

For Director, 1978-1981

Donald E. Carline	4,412
•Norma Dick	4,576
Hans U. Grundin	3,779
Robert L. Hillerich	3,673
•Eleanor M. Ladd	5,783
•John C. Manning	5,572
Other	124

A major effort of the **Professional Standards and Ethics Committee** culminated in the Board's adoption of the revised standards for professional preparation in reading developed by the committee over a period of almost three years. The revision represented not only the committee's work but also suggestions submitted by a sampling of the membership and by the Board. Entitled "Guidelines for the Professional Preparation of Reading Teachers," the document was made available to the membership by the end of the fiscal year. The committee recommended that a new statement be prepared at least every five years to reflect developments in the field.

The Annual Convention Subcommittee of the **Program Committee** met for a week in June 1977 to review over 750 proposals for preconvention institutes, symposia, microworkshops, and sessions. Each proposal was read by at least three members of the subcommittee. A number of social events were also planned for convention week in Houston, Texas.

In addition to recommending Board approval of four regional conference proposals, the Regional Conference Subcommittee also developed suggestions related to registration regulations; the attendance of IRA Officers, Board members, staff, and regional conference chairpersons; and procedures related to publisher-sponsored activities at IRA regional conferences. The subcommittee also requested and received Board approval of biennial inservice workshops for regional conference general chairpersons, and financial support for the attendance of Board members, certain staff members, and Field Consultants at regional conferences.

The Program Subcommittee on Special Institutes and Seminars developed a new set of guidelines as well as an evaluation checklist that could be used by subcommittee members to review proposals. The subcommittee also recommended Board approval of three special institutes or seminars.

Members of the World Congress Program Subcommittee evaluated 160 proposals and selected 56 one-hour sessions, four round table discussion groups, and six workshops for the Hamburg congress. In addition, a post conference seminar for editors of reading publications was planned.

The **Publications Committee** addressed its general charge to advise the Director of Publications in two ways: 1) by evaluating and recommending for publication manuscripts and other materials, and 2) by developing and testing a "conceptual framework" by which to study the Association's non-journal publications to determine areas of need. It was expected that the framework could provide an objective basis for evaluating incoming manuscripts, for commissioning specific types of material, and for long-range planning.

COMMITTEES

Three resolutions were submitted by IRA members to the **Resolutions Committee** for consideration by the 1978 Delegates Assembly. In addition to ascertaining that each resolution had been accompanied by the signatures of at least fifteen active IRA members, as required by the IRA Bylaws, the committee developed pro and con statements for each resolution and estimated the cost of their implementation. The first was tabled by the Assembly, the second, defeated, and the third amended and adopted.

In accord with their charge to screen innovative studies and research reports for presentation at the annual convention, the **Studies and Research Committee** evaluated about 150 reports and proposals and accepted approximately 50. A subcommittee developed a plan for disseminating reading research through a series of monographs which was endorsed by the Board. A second subcommittee studied a number of applications for travel grants for research scholars from outside North America and selected five recipients for the year.

AD HOC COMMITTEES

A comprehensive review of reading requirements for elementary principals certification in the United States was completed by members of the **Administrators and Reading Committee**. As a result, a proposal for minimum competencies in reading for elementary principals was formulated. Plans were made to work with state and provincial leaders on the recruitment of administrators and interfacing with them. By the year's end, the committee had submitted to the Program Subcommittee on Special Institutes and Seminars proposals for two institutes for administrators to be held in 1979.

The **ASEARS/IRA Liaison Committee** surveyed state reading and language arts supervisors in the fifty U.S. state education agencies to identify and further activities or projects of joint interest to IRA and state supervisors of reading and language arts. Teacher certification, reading legislation, and staff development surfaced as three areas in which IRA and ASEARS could work more cooperatively. The committee recommended that the president charge the 1978-79 committee to focus on identifying necessary steps and/or procedures for the implementation of local school district staff development models.

A survey of the fifty U.S. states to determine the requirements for Adult Basic Education professionals was completed by the **Basic Education and Reading Committee**. After receiving reactions to the results, the committee recommended that they be charged during 1978-79 to conduct another survey to obtain more specific information. The committee also completed in the form of a checklist guidelines for evaluating adult education materials in reading and recommended that the availability of the checklist be announced to IRA members.

At least 10,000 children participated in selecting "Classroom Choices for 1978: Books Chosen by Children" under the coordination of the **Children's Book Council/IRA Liaison Committee**. A total of 134 books was contained in the list, which covered levels K-8. During their meeting at the Houston Convention, the committee developed guidelines to help structure selection team procedures for the coming year, and decided to limit the 1979 bibliography to approximately 100 titles. The committee also conducted a convention program entitled "American Life, American Children's Books."

Based on an outline they had developed the previous year, the **Classroom Organization and Reading Committee** wrote and edited a ten-chapter text titled *Making Reading Possible Through Effective Classroom Organization*. They expected to submit the manuscript for review by the Publications

COMMITTEES

Committee during the summer of 1978. In addition, the committee presented a preconvention institute during the Houston Convention on the topic "Improving Reading Instruction Through Effective Classroom Organization."

The **Comparative Reading Committee** compiled, analyzed, and revised a bibliography of sources on comparative reading intended for use in conjunction with university courses on the topic. They also developed a suggested outline for a university course on this topic. Plans were made for the committee to meet during the World Congress in Hamburg to continue the critical evaluation of these materials.

The **Early Childhood and Reading Development Committee** completed its charge to develop a list of competencies in reading instruction for Early Childhood Education in cooperation with two other Association committees. They also continued their editorial work on a Handbook for Administration of Early Childhood Reading Programs and conducted a preconvention institute during the 1978 convention. A preliminary literature search to locate a suitable instrument to survey reading practices in the kindergartens of Canada and the United States was completed but no appropriate instrument was found. They planned to continue the search during the coming year.

A manuscript on the place of tools and techniques for the evaluation of instruction in reading was completed by the **Evaluation of Tests Committee** and submitted to the Publications Committee. In addition, the committee conducted a preconvention institute during the Houston Convention entitled "Perspectives on Testing: Uses and Misuses of Reading Achievement Scores."

The **Interpretation and Analysis of NAEP Reading Assessment Committee** purchased a copy of the NAEP data tapes to be kept at IRA Headquarters for archival purposes and to be available for analysis. Revisions were carried out on the committee's manuscript on the NAEP reading assessment and how it



Over 700 convention program proposals were considered by Committee members Ronald Mitchell, Kate Bell, Roger Farr, and Dorothy Strickland, making the selection process a difficult one.

COMMITTEES

might be used. The committee also sponsored a symposium to discuss the NAEP plans for an assessment in reading and literature in 1979-80, and provided representation to NAEP for an ongoing advisory committee to guide and improve future NAEP reading assessments.

In conjunction with their charge to refine an already developed model workshop on combating undesirable legislation at various government levels, members of the **Legislative Committee** developed a program proposal for the 1979 convention, prepared formats for several workshops, and made themselves available for presentations. A draft of a handbook on legislative advocacy intended for use by IRA councils was submitted to the Board in April.

The **Library Resources and Reading Improvement Committee** planned a preconvention institute to serve as the base for developing a manuscript focusing on evolving trends in books for the very young. Components of the institute included a panel discussion on publication trends, a multimedia presentation to show how traditional and nontraditional books could be used with the very young, and trade book analysis workshop sessions using a criterion-referenced guide sheet.

In addition to developing a program for the Houston Convention, the **Literature for Adolescents Committee** was invited to submit program suggestions for two regional conferences. A series of taped interviews with selected authors and a related monograph manuscript were submitted to the Publications Committee for review. It was hoped that both sets of materials would be approved for distribution by the Association.

During the year the **Migratory Children and Reading Committee** continued their work of collecting information on reading programs for migratory children. After an exhaustive literature search, the committee decided not to prepare a cross-national report on such programs because of the lack of information on many countries. A considerable amount of literature had been found on U.S. programs and they planned to prepare a manuscript using this information.

Based on recommendations from the **Nila Banton Smith Endowment Committee**, the Board of Directors adopted the following policies regarding the use of funds bequeathed to the Association by the late Past President: 1) that the bequest from Nila Banton Smith, plus any future royalty income in addition to the gift, be placed in the Nila Banton Smith Endowment Fund, and 2) that the capital from the Nila Banton Smith Endowment Fund not be spent but that the investment income from the fund be used to finance professional projects. The committee also submitted a list of suggested activities that could be financed by the Fund which the Board accepted as guidelines.

Through the encouragement and assistance of the **Parents and Reading Committee**, numerous IRA councils appointed their own parents and reading committees. Members of the committee participated in all but one of the regional conferences held during the year as well as in fifteen state conferences to help councils increase parent involvement. They distributed over 30,000 brochures to parents in Houston to encourage them to attend the special program developed for them by the committee for the 1978 convention. At the behest of the committee, the Board approved the establishment of a special membership for parents.

COMMITTEES

The **Reading/Communications Resource Centers Committee** surveyed and tabulated the functions and services that should be performed by working centers. All findings were incorporated into a *Reading/Communications Resource Center Handbook* which was approved for publication by the Board after their January 1978 meeting. Additionally, the committee forwarded to the Board a list of the resource centers meeting the standards of service set forth in the Handbook.

Distribution of "A Packet to Promote Sex Bias-Free Reading" developed by the **Sexism and Reading Committee** began during the year. The committee's "Guide for Evaluating Sex Stereotyping in Reading Materials" and "Inclusionary Language Guidelines" were published in IRA journals and the committee responded to a request from *Sociological Abstracts* for an abstract of the guide. In partial fulfillment of a charge, the committee conducted a preconvention institute entitled "Equality in Reading: Girls and Boys Together" during the Houston Convention.

Members of the **Studytours Committee** assisted Studytours Coordinator Dorothy Bracken in the process of choosing tour leaders. The committee chairperson discussed plans for the 1979 studytours with the Coordinator and the studytours travel agent. It was decided by the committee that it would not be necessary to prepare a Tour Leader's Guide because materials supplied by the travel agent were judged to be adequate for this purpose.

A manuscript for additional teacher education modules in a series initiated in previous years was completed by the **Teacher Education Committee** and submitted to the Publications Committee. Through arrangements made by the committee, additional field testing of modules in college and inservice education situations was also completed during the year.

1977-1978 COMMITTEE MEMBERS

ADMINISTRATORS AND READING Floyd Sucher, Chairing; Jean E. Robertson, Board Liaison; Barbara Coulter, Barbara Howie-Curtis, John Ross Dixon, Anthony E. Link, James Mahaffey, Russell W. Meyers, Charles E. Railsback, Dawn B. Skailand, Keith Schwyhart

ASSOCIATION OF STATE ENGLISH AND READING SUPERVISORS/IRA LIAISON Marvin Klein, Chairing; James M. Sawyer, Board Liaison; Roseine Church, Joseph T. Clark, Margaret Vivian Lloyd, Barbara H. Pashos, James Swalm, James A. Wilhide, Driek Zirinsky

BASIC EDUCATION AND READING Sam V. Dautz, Chairing; Addie S. Mitchell, Board Liaison; Barbara Y. Ashley, Claudia Casey, Ex Officio, Gerald S. Coles, Ruth Colvin, Joye Jenkins Coy, George W. Eyster, Daniel R. Hittleman, Abbie H. Williams Jordan, Anthony V. Manzo, Anabel P. Newman, Thomas G. Sticht, Consultant

BYLAWS* Grayce A. Ransom, Chairing; Jack Cassidy, Board Liaison; Douglas Helm, J. Patrick Kelly, John Kinnett, Edith C. Kirk, Mary F. Sinclair, Doris M. Taylor

CHILDREN'S BOOK COUNCIL/IRA LIAISON Representing IRA Bernice E. Cullinan, Chairing; Dorothy S. Strickland, Board Liaison; M. Cecile Forte, Ralph D. Fram, Marye-Ann Hill, Jane Porter, Sam Sebesta, Ann Terry, Evelyn Wenzel, Barbara Wolfson Representing CBC Phyllis J. Fogelman, Chairing; John Herman, CBC Staff Liaison, James Roginski, Patricia Ross, Anita Silvey

*Standing Committee

COMMITTEES

CITATIONS AND AWARDS* Thomas D. Horn, Chairing; Jean E. Robertson, Board Liaison **Subcommittee on the Albert J. Harris Award** William R. Powell, Chairing; Richard L. Allington, Rita M. Bean, Marie C. DiBiasio, Robert T. Rude, Helen K. Smith, Kenneth J. Smith, Richard J. Smith **Subcommittee on Broadcast Media Awards** M. Barbara Gilles, Chairing; Nancy Angello, Barbara Hanford, Rochelle Lulow, Charles R. Putney, Ex Officio, Nancy L. Roser, Lucy Sahraie, Michael C. Strange, Sten Zehm **Subcommittees on the IRA Children's Book Award** Dianne L. Monson, Chairing; Donald J. Bissett, Carolyn W. Field, William J. Iverson, Leland F. Jacobs, Angela M. Ridsdale **Subcommittee on Citations of Merit and Service Awards** Jean Turner Goins, Chairing; Thomas C. Barrett, Vera Southgate Booth, Dorothy Kendall Bracken, Don A. Brown, Bob W. Jerrolds, Dorothy M. Lampard, Walter H. MacGinitie, Constance M. McCullough **Subcommittee on Print Media Awards** Florence T. Pieronek, Chairing; Mike Bowler, Versie G. Burns, Elizabeth Hunter, Lola Kroul, Cheryl L. Maas, Charles R. Putney, Ex Officio, Thomas C. Richards, Angela M. Ridsdale, Yancey Watkins **Subcommittee on Research Awards** Harry Singer, Chairing; Ruel A. Allred, Irene Athey, William T. Fagan, James Flood, Yetta M. Goodman, Joyce E. Hood, Nancy Marshall, Jill Edwards Olshavsky, Fillmore K. Peltz

CLASSROOM ORGANIZATION AND READING Diane Lapp, Chairing; Roselmina Indrisano, Board Liaison; Helen Conrad, Martha Dillner, Robert L. Hillerich, John Mangieri, David M. Memory, Beth Moore, Kathryn A. Ransom, Ezra L. Stieglitz, James Peter Tortelli

COMPARATIVE READING Eve Malmquist, Chairing; Kenneth S. Goodman, Board Liaison; Michael Angermaier, Claudia Casey, Ex Officio, John Downing, Byongwon Kim, John E. Merritt, Juan Ricardo Nervi, Hariprasad Rajguru, Jean E. Robertson, H. Alan Robinson, Renate Valtin

EARLY CHILDHOOD AND READING DEVELOPMENT Kerry Quorn, Chairing; Kenneth S. Goodman, Board Liaison; Patricia King, Brenda Kolker, Sara W. Lundsteen, James H. Olson, Edward Paradis, Ada P. Puryzar, Jesse A. Roderick, Carol Sager, Geraldine V. Snyder, LaVisa Wilson, Joanne R. Nurss, Consultant, Lloyd O. Ollila, Consultant

ERIC CLEARINGHOUSE ON READING AND COMMUNICATION SKILLS/IRA LIAISON Richard L. Venezky, Chairing; Ralph C. Staiger, Board Liaison; Terry Bullock, Martha E. Dawson, Harold Herber, Karl Koenke, P. David Pearson

EVALUATION Doris L. Pertz, Chairing; Dorothy S. Strickland, Board Liaison; Rita Bean, Mary Tom Berry, Fay F. Bowren, Ozeal Shyne Brown, Ethel L. Capps, Terry Denny, William R. Harmer, Amelia Melnik

EVALUATION OF TESTS Robert Schreiner, Chairing; Jean E. Robertson, Board Liaison; George Canney, Ronald P. Carver, Warwick Elley, Roger Farr, Sherry Gable, Vincent Greaney, Martha Rapp Haggard, Karen M. Hanson, Michael L. Kam.I, Kenneth Kavale, Fred Pyczak, Leo M. Schell

HEADQUARTERS* Roselmina Indrisano, Chairing; Mary Ann Baird, Lou E. Burmeister, Jack Cassidy, Robert B. Ruddell

INTERPRETATION AND ANALYSIS OF NAEP READING ASSESSMENT Robert J. Tierney, Chairing; Roger Farr, Board Liaison; William E. Blanton, Carita A. Chapman, Robert Dykstra, Diane Lapp, Wayne Otto, Michael D. Rows, Robert B. Ruddell

LEGISLATIVE Barbara M. Valdez, Chairing; Ralph C. Staiger, Board Liaison; John A. Blank, Richard Culyer, Joyce N. French, Clifford I. Johnson, Marjorie Lambert, Edward F. Myers, John J. Pikulski, Ida Pladson, Delcenia A. Powell, James M. Sawyer, Ex Officio, Fehl L. Shirley, Carl B. Smith, Clarice Stafford

COMMITTEES

LIBRARY RESOURCES AND READING IMPROVEMENT DeyAnn K. McClenathan, Chairing; Addie S. Mitchell, Board Liaison; Mary Louise Burke, Helen Donaldson, Lawrence M. Kenney, Rebecca J. Lukens, Margaret J. Miller, Andrea Millican, Charles F. Reasoner, Margaret Sloan, Marilyn Solt, Darryl J. Strickler

LIFELO'IG LEARNING AND READING George O. Phillips, Sr., Chairing; Rosemina Indrisano, Board Liaison; Bobbye S. Goldstein, Howard A. Klein, Myra Cohn Livingston, Jean E. Lowrie, Odessa W. Myers, Ralph C. Preston, Harold H. Roeder, Marcia A. Roeder, Jo Stanchfield, Theodore Waller

LITERATURE FOR ADOLESCENTS M. Jerry Weiss, Chairing; Ethna R. Reid, Board Liaison; Patricia Allen, Doris Bass, Robert O. Boord, Patricia J. Cianciolo, Louis R. Clerico, Suzanne M. Coil, Roger F. Cooper, Evelyn S. Diggs, Ken Donelson, Betty S. Gould, M. Jean Greenlaw, Ava Grodner, Emily Howard, Paul B. Janeczko, Gillian Jolis, Donald B. Reynolds, Jr., Shelton L. Root, Jr., Peter L. Sanders, Maria Schantz, Deon O. Stevens, Jean Neville Webster

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MIGRATORY CHILDREN AND READING Edwin H. Smith, Chairing; Kenneth S. Goodman, Board Liaison; Shirley A. Biggs, Martha Cheek, Ramon Corroero, Ricardo L. Garcia, Sunday Haffen, John P. Lunstrum, Virginia H. Mathews, Ann H. McClintock, Anne S. Richardson, Juanita V. Williamson

NATIVE NORTH AMERICANS AND READING Ida Wasacase, Chairing; Ethna R. Reid, Board Liaison; Carol Dodge, Mary Lou Fox, Alberta Tiny Friday, Sharon White Hawk, James King, Verna J. Kirkness, James Peebles, Lucille Stilwell, James Tomchoe

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*Standing Committee

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READING AND THE AGING Alvin D. Loving, Sr., Chairing; Lou E. Burmeister, Board Liaison; Thomas Culliton, Florence Hesser, Shirley Jackson, Albert J. Kingston, Charlotte Memin, Harry W. Sartain, Phyllis Schneider

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RESOLUTIONS* Ira E. Aaron, Chairing; Ethna R. Reid, Board Liaison; Estelle J. Brown, Joan Edwards, Mary J. Heimberger, Dorothy M. Lampard, Louise Matteoni, Georgann L. Vineyard, Marvin W. Wilkerson

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STUDYTOURS Lawrence W. Carrillo, Chairing; Mary Ann Baird, Board Liaison; Henry A. Bammar, Kathleen K. Clayton, Mike Currier, Marion J. Denny, Diane L. Duntley, William K. Durr

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PROFESSIONAL PROJECTS AND RESEARCH

Since IRA is made up largely of professionals in the field of reading, all Association projects are considered professional in nature. The projects reported here differ from other professional Association activities because they are ongoing. Some are funded projects, often the outgrowth of an IRA committee activity, and others represent the work of the Research Department staff.

Represented are continuing projects which promote the understanding of reading processes and instruction. These goals are being pursued by interpreting and describing data on classroom reading programs and by building a *Dictionary of Reading Terms*. Innovative efforts by the Research Department to make reading research more accessible to members are being carried out via publications, council activities, research meetings, consultations, and special projects.

Analysis of Reading Program Data. Several IRA committees and advisory groups have been studying the results of a large federally funded project implemented by the Educational Testing Service. A careful secondary analysis of data on both compensatory and regular reading programs from over 700 schools across the country has been carried out. A volume with chapters written by members of the Analysis of Reading Program Data Committee has been edited by Robert Calfee, Stanford University, and Priscilla Drum, University of California at Santa Barbara. The chapters contain descriptive and interpretative information about reading programs in the United States including: characteristics of schools and communities, descriptions of pupils, classroom organization, instructional materials, and instructional methods.

Dictionary of Reading Terms. For the past two years, the International Reading Association has endorsed the building of a dictionary of terms in the field of reading and its associated disciplines. The project task force is headed by Coeditors Theodore Harris and Richard Hodges, with the assistance of Associate Editors Richard Alm, Rebecca Barr, Marguerite Bougere, and Bob Jerrolds. In line with the purpose of this project, to produce a definitive work which reflects the usage of the vocabulary of reading, the project task force has established a classified word list containing about 5,000 entries. A national advisory board has assisted on word entry, selection, and classification, in addition to teams of consultants on English meaning equivalents, and English usage and spelling. The word list is divided into the main categories of sociology, psychology, pedagogy, and medicine (physiology), with each main category having several subcategories. The editors have begun to write preliminary definitions in the areas of the word list assigned to them. Over the past year, the editors have gathered for two meetings where much work has been accomplished.

Features of the dictionary include: 1) the meanings of approximately 5,000 reading terms, 2) representative item terms from fields of knowledge contributing to the study of reading, 3) technical and nontechnical definitions for citations to illustrate selected terms, 4) corresponding word terms in principal foreign languages, and 5) variant English usage and spelling in the

PROFESSIONAL PROJECTS AND RESEARCH

United Kingdom and British Commonwealth countries. The editors anticipate that the final manuscript will be completed by 1980.

Publications. The Research Department at IRA Headquarters numbers only two; it has continued its efforts to make research accessible to members. "Research Views" in *The Reading Teacher* is a prime example of this type of dissemination. Over the past volume year, this column has covered a wide range of topics in the field of reading research, including building conceptual frameworks for reading, story representation, metaphors for reading failure, literacy and thinking, teaching styles and learning, Project Follow Through, and duplication of research.

"Council Research Reports" in the *Council Programs and Activities Newsletter* has been continued this year. This column reports on various outstanding state/provincial research projects and serves as an impetus for state/provincial councils to establish Studies and Research Committees.

Council Activities. In collaboration with the Department of Membership and Council Relations, a Studies and Research Committee Handbook for State/Provincial Councils was prepared by Mary Seifert and mailed to all state/provincial officers. This handbook serves to create an awareness for the need for each council to have a Studies and Research Committee and offers suggested activities for committees.

Marv Seifert of the Research staff, attended the Fifth Annual Southeastern Leadership Workshop in Nashville, Tennessee, spring 1978, to discuss research projects which state/provincial councils could carry out to influence reading instruction in their localities.

Research Meetings. At the annual convention in Houston, the Research Sessions and Symposia were again clustered. This research component has been developed to provide opportunities for interaction between practitioners and researchers and to increase the visibility of research sessions at the convention. Participants indicated that the scheduling of the research meetings in one location enabled them to attend more sessions and partake in more discussions with the presenters.

During the year, the Research staff held research meetings at various IRA conferences which provided opportunities for researcher/practitioner interchange on research priorities, problems, and issues. The topics and meetings included: discussion on evaluation strategies for two-year college programs at the Great Lakes Regional Convention, an invited presentation on "Comprehension: Theory into Practice" at the New York State Reading Association Convention, a presentation on "Story Comprehension" at the State of Maryland IRA Council Conference, and a workshop to help members find, use, and understand appropriate reading research resources at the Houston Convention.

The IRA/AERA cosponsored meeting was organized by John Guthrie of the Research staff. The meeting was titled "Information, Supply, and Demand in Reading." The meeting was well attended and provided researchers with examples of good communication with teachers in the field.

A special session at the annual convention was organized for State/Provincial Studies and Research Committees to present their councilwide projects. This session was part of an effort in cooperation with the Studies and Research Committee to give effective guidance and support to State/Provincial Studies and Research Committees. The committees from the Virginia State Reading Association and the Keystone State Reading Association (Pennsylvania) presented their projects.

PROFESSIONAL PROJECTS AND RESEARCH

Consultation. The Research Department has continued to be active with the Research and Development Interpretation Service (RDIS), a project at CEMREL, sponsored by the National Institute of Education. RDIS is designed to devise research-based answers to questions presented by teachers. Consultation has been offered on ways to write research-based answers that will be understood and used by practitioners.

The Research Director reviewed for the Bureau of Education for the Handicapped proposals for special projects in learning disabilities. Also, as a member of the National Advisory Board for the Institute for Research on Learning Disabilities at the University of Minnesota, the Research Director attended a two-day meeting. This Institute, funded by the Bureau of Education for the Handicapped, is studying testing and measurement for children with reading and other learning problems.

Special Projects. The ERIC/Clearinghouse on Reading/Communication Skills, sponsored by the National Institute of Education Dissemination Unit, was open for competition. The Association, through the Research Department, wrote a proposal for this Clearinghouse. The objectives for the ERIC/Clearinghouse on Reading/Communication Skills are stated as providing "the educational community with ready access to results of exemplary programs for research and development efforts and related information that can be used in developing more effective educational programs." Extensive research about the ERIC system was conducted.

A planning meeting was held at IRA Headquarters to explore what professionals, potential users of the ERIC system, viewed as important. Represented at this meeting were journal editors; professors of English, early childhood education, education, and psychology; the Right To Read program; district level English supervisors; researchers; administrators from professional associations; public school reading teachers at the elementary level; public school English teachers; and community college reading teachers.

A proposal was written emphasizing the professional programs and information services of the Association. Suggested objectives for an IRA-based Reading/Communication Skills Clearinghouse emphasized a data-base building program which included previously untapped sources for the literature bank, a strong user service program, an expanded question-answering service, and a comprehensive information analysis products program. The proposal included letters of support from eighteen professional associations and ten educational study centers, labs, and clearinghouses. Also included were letters from twelve journal editors indicating willingness to establish ERIC/RCS columns in their journals. Included among these journal editors were *Teacher*, *Learning*, *Instructor*, and *Education*, outlets which represent contact with vast numbers of teachers of all kinds.

Although the International Reading Association submitted a strong proposal for the ERIC Center on Reading/Communication Skills, it was not awarded the contract. However, the effort expended has highlighted the Association's emphasis on ways to interpret and disseminate reading research to its members.

CONVENTIONS, CONFERENCES AND SEMINARS

ANNUAL CONVENTION

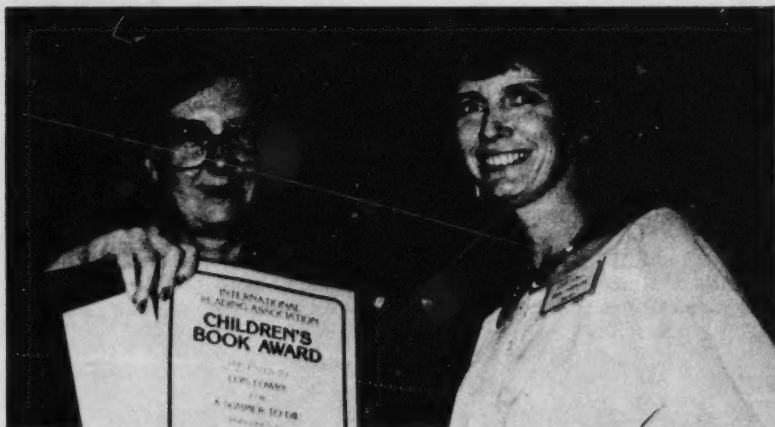
For the fifth consecutive year, over 10,000 educators attended the Association's annual convention, held this year May 1-5 in Houston, Texas. Local Arrangements Chair Kate Bell did a truly outstanding job of coordinating the efforts of the local committees, of handling the multitude of details, and of providing a full measure of Texas hospitality to all in attendance.

The Program Committee, chaired by President William Eller, selected over 400 meetings to provide a stimulating and informative professional program. The selection process was not an easy one, since the Committee received over 750 proposals from the membership. In all, over 1,600 educators appeared on the program.

Featured speakers at the Houston Convention included author and educator Bruno Bettelheim, CBS newsman Dan Rather, and Wilson Rawls, author of *Where the Red Fern Grows*. Mildred D. Taylor, 1977 Newbery Award Winner, was well received as the Book and Author Luncheon speaker.

The exhibit area again proved to be a popular place where most of the over 11,000 registrants at one time or another took advantage of the 500 display booths to examine the latest in educational materials and programs.

Conferees also enjoyed the preconference programs, the school and clinic visits, the receptions and social affairs, and the Field Leaders Activities where, among other things, members received a personal invitation from next year's Local Arrangements Chair, Gerald Hodges, to attend the annual convention in Atlanta, Georgia, April 23-27, 1979.



Lois Lowry (right) received the Children's Book Award from Dianne L. Monson, Citations and Awards subcommittee chairperson, for *A Summer to Die*.

CONVENTIONS, CONFERENCES AND SEMINARS

REGIONAL CONFERENCES

Six IRA regional conferences were held during the 1977-78 school year. These conferences permitted nearly 20,000 educators to take part in a major Association activity and allowed over 1,500 to participate on the various programs.

Summary	Attendance	Number of Program Participants	Number of Exhibit Booths
Second Great Lakes Indianapolis September 29-October 1 Jack Humphrey, Chairperson	2,854	229	149
Third Transmountain Vancouver October 20-22 Viviane McClelland, Chairperson	4,002	208	79
Fourth Rocky Mountain Salt Lake City November 10-12 Floyd Sucher, Russell Olson, Cochairpersons	5,021	339	83
Second Eastern Hartford March 2-4 Janet Wade, Chairperson	2,000	339	130
Fifth Far West Spokane March 16-18 Les Francis, Chairperson	2,800	200	87
Sixth Plains Kansas City March 30-April 1 John George, Chairperson	2,533	200	110
	19,210	1,515	638

READING-LEARNING DISABILITIES SEMINAR

The second IRA Interdisciplinary Seminar on Reading-Learning Disabilities was held in San Francisco, California, February 16-19, 1978. The seminar staff, headed by Jules Abrams, included Robert Johnston, M.D., Pediatrics, The Johns Hopkins School of Medicine; Stanley Rosner, Associate Professor in the Psychology of Reading, Temple University; Howard P. Rome, M.D., Professor of Psychology Emeritus, Mayo Graduate School of Medicine, Rochester, Minnesota; Sister Eileen Cronin, Ph.D., Holy Names College, and Director, Ellen K. Raskob Learning Institute, Oakland, California; and Samuel Clements, Ph.D., Professor of Psychiatry, University of Arkansas for Medical Science.

The seminar received excellent ratings from those in attendance and continued to demonstrate that effective dialogue and interaction can and should take place between reading/learning specialists and members of the medical profession.

PUBLICATIONS

JOURNALS

At its meeting in May, the Board of Directors named S. Jay Samuels and P. David Pearson coeditors of *Reading Research Quarterly*, succeeding Roger Farr and Samuel Weintraub. Both Samuels and Pearson are professors at the University of Minnesota, and both have served as editorial advisors to the *Quarterly*.

Their coeditorship will become effective with Volume XV, Number 1, scheduled for publication in the fall of 1979. When Farr and Weintraub retire as *Quarterly* coeditors on completion of Volume XIV, they will have served ten years in the position. Farr had also been Associate Editor of RRQ a previous year. To date, during their tenure, circulation of RRQ has tripled. Today, at more than 15,000 copies, it is probably the most widely circulated journal in the world devoted solely to educational research.

Both the circulation of *The Reading Teacher* and *Journal of Reading* and the number of manuscripts sent to those journals reached new highs during the year. In the twelve months from April 1977 to March 1978, professionals in the reading field submitted 1,125 manuscripts, of which about 20 percent were accepted for use either as articles or in journal features. Because manuscripts are screened by peer review, it was necessary to increase the number of editorial advisors to the two journals once again.

Circulation of RT and JR climbed to 57,000 and 25,500—increases of 1,500 and 2,000 respectively over the previous year's totals.

The two journals continue their role of reflecting the international scope of the Association. During the volume year, about seven percent of the articles and ten percent of the professional books reviewed were contributed by non-North American authors or publishers.

The volume year also saw publication of the first book reviews done by committees, a newly instituted procedure for handling children's and adolescents' literature. Committees composed of university personnel, graduate students, classroom teachers, and other school district personnel culled the best from the books received, according to their own criteria, and composed the reviews. During the year, such review committees were organized in the states of Washington, Utah, Minnesota, New York, Georgia, and Florida. Reviews of professional books and classroom materials continued to be done by individuals.

During 1977-78, for the first time, members of the IRA Publications Committee critiqued each issue of RT and JR. The critiques pointed out the wide range of topics, needs, and interests reflected in the contents of both journals. Typical comments: "(This month's issue) achieves a balance with a range from research reports to almost chatty classroom suggestions." "This (issue) hits most of the needs rated highest in a recent Publications Committee survey."

BOOKS

Among the professional books released by the Association during the fiscal year were three titles in a new series on the Development of the Reading Process: *Social Class and Ethnic Group Differences in Learning to Read*, *Think First, Read Later! Piagetian Prerequisites for Reading*, and *The Recognition of Words*. Another booklet, *Models of Efficient Reading*, by Karen Cohen, Richard West, and George Marsh, is in press and additional titles are planned for the future. Each title in the series deals with one

PUBLICATIONS

important basic issue that is fundamental to understanding the changing nature of the reading process as both the process and the child develop.

In a new Reading Aid, *Thinking Thursdays: Language Arts in the Reading Lab*, Donna McKee Cleary shares her unique experiences in setting up a junior high school reading lab. The volume is somewhat of a first in that it represents a highly individual, personal account of a classroom teacher—a first for the Association, that is.

It should be gratifying to all that within the next few months the Association will have released two volumes which directly reflect the international interests of the Association: *Cross-Cultural Perspectives on Reading and Reading Research* and *Mother Tongue or Second Language?* While many within the Association have for years been involved in seemingly endless discussions about how we might dramatize the internationalism of the Association, these two volumes, which grew largely out of papers from the Singapore World Congress, will offer tangible, substantial evidence of that internationalism.

Comprehensive membership, which includes automatic delivery of each new Association title, reached an all-time high in June 1978—5,753—and the total number of books sold for the fiscal year was 177,600.

PROFESSIONAL BOOKS RELEASED JULY 1, 1977 THROUGH JUNE 30, 1978

IRA SERIES ON THE DEVELOPMENT OF THE READING PROCESS edited by Frank B. Murray

521 *Social Class and Ethnic Group Differences in Learning to Read* by Victoria Seitz, July 1977, 43 pages

522 *Think First, Read Later! Piagetian Prerequisites for Reading* by T. Gary Waller, November 1977, 44 pages

523 *The Recognition of Words* by Linnea C. Ehri, Roderick W. Barron, and Jeffrey M. Feldman, February 1978, 78 pages

SELECTED PAPERS

482 *Classroom Practice in Reading* edited by Richard A. Earle, August 1977, 128 pages

520 *Cognition, Curriculum, and Comprehension* edited by John T. Guthrie, September 1977, 320 pages

ANNOTATED BIBLIOGRAPHY SERIES

331 *Reading and the Black English Speaking Child* compiled by Jean R. Harber and Jane N. Beatty, December 1977, 47 pages

IRA READING AIDS SERIES

223 *Thinking Thursdays: Language Arts in the Reading Lab* by Donna McKee Cleary, June 1978, 94 pages

IRA-ERIC/RCS PUBLICATIONS

854 *Reading and the Law* edited by Robert J. Harper II and Gary Kilarr, May 1978, 156 pages

855 *Reading and Writing Instruction in the United States: Historical Trends* edited by H. Alan Robinson, October 1977, 91 pages

861 *The Language Experience Approach for Teaching Reading: A Research Perspective*, Second Edition by MaryAnne Hall, January 1978, 53 pages

PUBLICATIONS

ORGANIZATION PUBLICATIONS

At the request of the Executive Committee, the *Annual Report* last year was reduced in size and distribution. Specification of more compact typography and less elaborate binding added to other factors for a 75 percent saving in costs—from more than \$10,000 for the 1975-76 *Annual Report* to about \$2,500 for 1976-77.

The preliminary convention program for Houston was distributed as a supplementary ninth issue of *The Reading Teacher* rather than as an insert in RT and JR. It was mailed to the general membership list, guaranteeing that every member received only one copy, including those RRQ-only members who had in earlier years received no copy at all of the preliminary program. A separate convention mailing was thereby eliminated—a considerable economy.

The Houston convention program and abstracts were combined into one volume, a direct saving of \$1,200. Additionally, by including other printed pieces (tour guides, restaurant information) in this single publication, a convention packet was not needed. Reactions to this all-purpose convention volume were generally favorable.

The Organization Publications Department processed no fewer than 130 other separate items for virtually every arm of the Association—executive, membership and organization, conferences, research, publications, finance and administration.

PRODUCTION

Staff experience, communication among editorial and production departments, and improved organization in this second year of inhouse phototypesetting are in large part responsible for the 20 percent increase in the number of pieces typeset inhouse as compared with last year's total output. Eighty percent of the Association's publications were typeset inhouse, giving the Association additional cost savings and tighter control over quality and scheduling.

For the few books set outside, the per-page typesetting cost has decreased 30 percent, mostly because of the use of small phototypesetting firms, comparison shopping, and continued competitive bidding.

IN MEMORIAM

The Association will miss the support and friendship of these leaders and friends of reading who died during the past year.

Oscar Buros
James B. Conant
Dorothy B. Copeland
Godfrey Dewey
Dorothy Dietrich
Sam Duker
Bergen Evans

Annette P. Hopson
Madeline Horn
Mario Pei
Thelma Pett
Louis B. Untermeyer
Franklin Watts
Gertrude Whipple

PROFESSIONAL RELATIONS

These activities are a measure of the outreach of the Association beyond "reading people." Some activities are reasonably formal, ongoing activities of long standing; some are informal meetings tentatively exploring the possibility of some joint action. A few activities are predictable, such as meetings with other associations at their conventions. Only a few of the joint action activities in which the Association is involved are reported here.

Cosponsored Meetings. Between August 1977 and July 1978 the Association arranged for cosponsored meetings with the American Association of School Administrators, American Educational Research Association, Association for Childhood Education International, Educational Records Bureau, National Council of Teachers of English, and World Confederation of Organizations of the Teaching Profession.

At the Houston Convention, the following groups cosponsored programs: Association for Childhood Education International, Association of State English and Reading Supervisors, ERIC/RCS, Intercultural Development Research Association, National Affiliation for Literacy Advance, National Conference on Research in English, National Council for the Social Studies, National Council of Teachers of English, National Council of Teachers of Mathematics, National Reading Conference, National Science Teachers Association, National Society for the Study of Education, Phonemic Spelling Council, Pi Lambda Theta, Reading Hall of Fame, Right to Read, Simplified Spelling Society, Teachers of English to Speakers of Other Languages, and Western College Reading Association.

Center for the Study of Reading. Walter MacGinitie is a member of the advisory panel of this federally-funded center through which NIE is obtaining basic research on reading. Our library receives all technical reports. We have a friendly, informal relationship at both the Center and NIE levels.

Council of Chief State School Officers. Ralph Staiger participated in a conference sponsored by this agency's National Dissemination Leadership Project in December 1977. A summary paper, "Disseminated Strategies in Reading," has now been issued.

IBBY. The International Board on Books for Young Children has provided us with the names and addresses of its European members for Hamburg Congress promotion. As an international organization, IRA cannot be affiliated to the U.S. or any other branch of IBBY, but we have excellent relations with officers and staff of the international body.

International Book Committee. Virginia Betancourt, whom some will remember from our Buenos Aires Congress, is to be awarded the International Book Award for 1978. Theodore Waller, now president of Grollier Incorporated, is the current chairperson of the committee.

National Assessment of Educational Progress. The Association's contacts with the NAEP occurred on several levels this year. We have a formal committee with Robert Tierney as Chair. NAEP Director Roy Forbes asked Bill Eller to recommend people for an advisory committee of five to represent IRA in discussions about the next reading assessment; Eller recommended Carita Chapman, Robert Dykstra, and Robert Tierney, and they have been

PROFESSIONAL RELATIONS

chosen. Dorothy Strickland was also asked to participate on an advisory board, and Roger Farr has had numerous private communications with Roy Forbes.

Some of the other members of the advisory committee and NAEP staff members believed that the National Assessment should go beyond its original goals and measure word attack skills (enabling skills) on an experimental basis. The IRA Board passed a resolution urging NAEP to assess only functional reading ability. This resolution was misinterpreted in some quarters, but since NAEP attempts to achieve consensus on objectives, the decision was made by its management not to include word attack skills as a reading outcome objective.

National Consortium on Testing. Roger Farr has been IRA's representative to this consortium which is a collection of individuals (all of whom represent organizations) who will focus on: 1) examining the nature of standardized achievement testing and its effects on the educational process in the U.S.; 2) promoting wider understanding of the strengths and weaknesses of standardized testing among educators, legislators, other professionals, and the public at large; and 3) exploring and encouraging the development of promising alternative assessment procedures."

National Multiple Sclerosis Association. A good example of how the Association can promote reading through the activities of other organizations is IRA's support of the MS Read-a-thon, which raised over \$7 million for medical research and encouraged the reading of 10 million books by young readers. MS Program Coordinator Doris Peters indicated that the program was initiated, in part, because of IRA encouragement. We were rewarded by the first MS Read-a-thon Award at our 1978 Awards Banquet.

Oral History Program. The University of Texas Oral History Program recorded interviews with Emmett Betts, Donald Durrell, Albert J. Harris, Thomas Horn, Helen Robinson, and Ralph Tyler and conducted additional sessions at Houston. We have agreed to help support the financing of the program with \$1000 in 1978-79. Copies of these voice tapes as well as videotapes are in our files.

Organization of American States. In addition to the fellowship program and technical assistance we are providing for a project in Jamaica, there are many other avenues of cooperation opening in Latin America. IRA was represented in Montevideo at the OAS-sponsored 15th Pan American Congress on Children by the President of our Uruguayan affiliate, Elena Lluch de Pintos.

Sunrise Semester. IRA personnel participated in two CBS Sunrise Semester nationwide telecasts this spring. Bernice Cullinan interviewed Dorothy Strickland, Walter MacGinitie, and Ralph Staiger about the Association on a half-hour broadcast. Staiger discussed reading motivation at another time.

Unesco. IRA had observers at two Unesco meetings during the year: Mogens Jansen of the Danish Reading Association met in Paris with the experts on Language Teaching in a Bi- or Plurilingual and Multicultural Environment; Walter MacGinitie was observer at the Bogota Intergovernmental Conference on Cultural Policies in Latin America and the Caribbean.

PROFESSIONAL LIBRARY

The Association Library serves as a specialized library on reading to meet the informational needs of the Headquarters staff, members of the Association, the University of Delaware community, and other clientele through

- IRA publications
- Professional Reading Collection
- Periodicals
- Reference
- Yearbooks, newsletters, monographs, and reports of reading conferences and educational associations
- U.S. Government research reports
- Instructional materials and curriculum guides
- International publications
- Vertical file on reading
- ERIC Reading and Communication Skills Collection
- Manuscript Collection
- Special Collections
- Nonprint Media
- IRA Archives
- IRA council journals and newsletters
- IRA Past Presidents' Collection
- Nila Banton Smith Collection
- Publications by IRA Special Interest Groups

The Library's holdings include more than 4,000 volumes of books, bound periodicals, reports, and reference works. Over 300 periodicals are received in the Library. More than half of these periodicals are received in exchange for *The Reading Teacher*, *Journal of Reading*, or *Reading Research Quarterly*. The exchange subscriptions are with domestic and international institutions and associations.

Nonprint materials in the Library consist of a microfiche reader, an overhead projector, videotape center, carousel projector, cassette recorder, reel-to-reel tape recorder, and phonograph.

The Nila Banton Smith Collection and the Past Presidents' Collection are two of the outstanding collections housed by the IRA Library. They are highly significant for historical value and research purposes. The Nila Banton Smith Collection is an extensive accumulation on reading of professional books, monographs, manuscripts, periodicals, yearbooks, and other publications. The Past Presidents' Collection is composed of professional publications by the past presidents of IRA, and efforts have been made to acquire additional publications as they become available.

The Library receives a large number of inquiries by telephone and through correspondence, in addition to persons using the Library's resources. Approximately 400 inquiries were received in 1977. Inquiries were of the nature listed below.

40 percent. Requests for information sources and bibliographies related to specific topics on the teaching of reading, the reading process, adult education, learning disabilities, etc.

20 percent. Location of specific monographs and periodicals

20 percent. Requests for book lists appropriate for specific grade levels, and information on publishers

20 percent. Requests for information on reading programs

IRA publications are cataloged by author, title, and subject according to the Library of Congress classification. Approximately one-half of the books have been cataloged in the Professional Reading Collection. It is expected that the cataloging will be completed by the early part of 1979.

FINANCE AND ADMINISTRATION

The financial statements on the following pages present a composite picture of the Association's various funds for the year ending June 30, 1978. Note 1 in the Notes to Financial Statements shows the excess (deficiency) of revenues over expenses according to fund. The normal operations of the Association are reflected in the Operating Fund. The other funds are restricted for special purposes by Board resolution. The combined net income for the year was \$310,758, most of which can be attributed to grants and contributions totaling \$288,861.

When Nila B. Smith, President of IRA from 1963-64, passed away on December 13, 1976, IRA was named in her will. In May 1978 IRA received a contribution of \$247,316 from her estate. Another contribution of approximately \$90,000 is expected and IRA will also receive royalty interest from various books and manuscripts written by Dr. Smith. The Association's Board of Directors has established the Nila B. Smith Endowment Fund with the contributions from the estate. The Board has decided that the capital from the fund will not be spent, but investment income to the fund may be used to finance professional projects which would not ordinarily be covered by the Operating Budget.

At the Delegates Assembly meeting in Houston, Texas, on May 3, 1978 the representatives voted overwhelmingly to raise the Association dues. The increase was necessitated by the desire of our members for increased activities and services.

The following is a complete list of memberships currently available and the annual dues rate:

	Individuals in the U.S. and Canada	Individuals in All Other Countries and Emeritus	Institutions
Full Membership with—			
The Reading Teacher (RT)	\$25.00	\$12.50	\$25.00
Journal of Reading (JR)	25.00	12.50	25.00
Reading Research Quarterly (RRQ)	25.00	12.50	25.00
RT and JR	35.00	17.50	40.00
RT and RRQ	35.00	17.50	40.00
JR and RRQ	35.00	17.50	40.00
RT, JR, and RRQ	45.00	22.50	55.00
Comprehensive	75.00	37.50	90.00
Special Memberships—			
Student with RT	\$ 7.50		
Student with JR	7.50		
Student with RRQ	7.50		
Student with Package of IRA Books	7.50		
Spouse with No Journal	15.00		

FINANCIAL STATEMENTS

International Reading Association, Inc.
STATEMENT OF FINANCIAL POSITION

	June 30	
	1978	1977
ASSETS		
Current Assets:		
Cash	\$ 41,482	\$ 109,480
Short Term Investments, at Cost plus Accrued Interest	1,206,179	927,751
Mortgage Receivable	1,410	1,283
Due from U.S. Government	—	14,083
Accounts Receivable (Less Allowance of \$5,000)	95,782	101,001
Inventory of Publications, at the Lower of Printing Cost or Market	176,827	132,536
Other Current Assets	12,964	16,610
Total Current Assets	<u>1,534,624</u>	<u>1,302,744</u>
Fixed Assets (At Cost):		
Headquarters Building (Less Accumulated Depreciation 6/30/78—\$83,044; 6/30/77—\$82,725)	729,737	740,256
Furniture and Equipment (Less Accumulated Depreciation 6/30/78—\$172,984; 6/30/77—\$123,758)	116,327	145,163
Land	40,178	40,178
Total Fixed Assets	<u>886,242</u>	<u>925,597</u>
Other Assets:		
Investment in Stocks and Bonds (Market Value— 6/30/78—\$196,038; 6/30/77—\$1,950)	202,315	5,000
Mortgage Receivable	94,097	96,157
Deferred Costs	10,607	10,072
Total Other Assets	<u>307,019</u>	<u>111,229</u>
TOTAL ASSETS	<u>\$2,727,885</u>	<u>\$2,339,570</u>
LIABILITIES		
Current Liabilities:		
Accounts Payable	\$ 37,998	\$ 35,770
Payroll Taxes and Deductions	7,003	7,024
Federal Income Taxes Payable (Note 2)	8,728	—
Memberships, Individual and Institutional, Applicable to Expirations Subsequent to Fiscal Year	730,417	702,140
Other Current Liabilities	64,687	26,342
Total Current Liabilities	<u>848,833</u>	<u>771,276</u>
FUND BALANCE		
Balance, Beginning of Year	1,568,294	1,568,897
Excess (Deficiency) of Revenues Over Expenses for the Year (Note 1)	310,758	(20,603)
Balance, End of Year	<u>1,879,052</u>	<u>1,568,294</u>
TOTAL LIABILITIES AND FUND BALANCE	<u>\$2,727,885</u>	<u>\$2,339,570</u>

The accompanying summary of significant accounting policies and notes to financial statements are an integral part of these statements.

FINANCIAL STATEMENTS

International Reading Association, Inc. STATEMENT OF REVENUES AND EXPENSES

	Year Ended June 30	
	1978	1977
REVENUES		
Individual and Institutional Memberships	\$1,294,578	\$1,233,017
Conferences	583,873	463,799
Publications	320,624	307,248
Advertising and List Rental Income	199,002	173,488
Investment Income	80,566	60,477
Contribution from Nila B. Smith Estate	247,316	—
Grants and Other Contributions	41,545	16,856
Gain on Sale of Fixed Assets	65	4,184
Miscellaneous	17,598	20,795
Total Revenues	<u>2,785,167</u>	<u>2,279,864</u>
EXPENSES		
Direct Costs of Publishing Journals	294,927	264,624
Direct Costs of Conferences	273,015	262,560
Direct Costs of Publications	116,920	154,671
Staff Salaries	874,971	791,339
Fringe Benefits	157,877	130,637
General Services	40,554	41,535
Equipment Costs and Maintenance	47,379	54,931
Supplies	40,386	41,740
General Expenses	197,212	149,026
Council Relations	92,172	98,126
Membership and Public Relations	100,860	92,330
Board and Executive Committee	50,466	30,673
Professional Development	92,599	87,851
Building Expenses	95,071	100,224
Total Expenses	<u>2,474,409</u>	<u>2,300,467</u>
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES (Note 1)	<u>\$ 310,758</u>	<u>(\$ 20,603)</u>

The accompanying summary of significant accounting policies and notes to financial statements are an integral part of these statements.

FINANCIAL STATEMENTS

International Reading Association, Inc.

STATEMENT OF CHANGES IN FINANCIAL POSITION

	Year Ended June 30	
	1978	1977
SOURCES OF FUNDS		
From Operations:		
Excess (Deficiency) of Revenues Over Expenses	\$310,758	(\$ 20,603)
Add Back of Depreciation Provisions Which Do		
Not Require Outlay of Funds	70,301	59,849
Less Gain on Sale of Fixed Assets	(65)	(4,184)
	<u>380,994</u>	<u>35,062</u>
Sale of Fixed Assets	65	6,950
Decrease in Mortgage Receivable	2,060	1,283
Decrease in Deferred Costs	—	1,929
Total Sources of Funds	<u>383,119</u>	<u>45,224</u>
USES OF FUNDS		
Stocks and Bonds from the Estate of Nila B. Smith	197,315	—
Increase in Deferred Costs	535	—
Purchase of Fixed Assets	30,946	100,840
Total Uses of Funds	<u>228,796</u>	<u>100,840</u>
INCREASE (DECREASE) IN WORKING CAPITAL	<u><u>\$154,323</u></u>	<u><u>(\$ 55,616)</u></u>
CHANGES IN WORKING CAPITAL		
Increase (Decrease) in Current Assets:		
Cash	(\$ 68,018)	\$ 83,478
Short-Term Investments	278,428	(71,781)
Mortgage Receivable	127	116
Accounts Receivable	(5,219)	13,240
Due from U.S. Government	(14,083)	(20,050)
Inventories	44,291	15,909
Other Current Assets	(3,646)	(10,743)
	<u>231,880</u>	<u>10,169</u>
(Increase) Decrease in Current Liabilities:		
Accounts Payable	(2,228)	(7,359)
Payroll Taxes and Deductions	21	(3,733)
Federal Income Taxes Payable	(8,728)	1,338
Membership Expirations Applicable to		
Subsequent Years	(28,277)	(42,219)
Other Current Liabilities	(38,345)	(13,812)
	<u>(77,557)</u>	<u>(65,785)</u>
INCREASE (DECREASE) IN WORKING CAPITAL	<u><u>\$154,323</u></u>	<u><u>(\$ 55,616)</u></u>

The accompanying summary of significant accounting policies and notes to financial statements are an integral part of these statements.

FINANCIAL STATEMENTS

International Reading Association, Inc.

SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The International Reading Association, Inc. was organized as a Pennsylvania nonprofit corporation and was qualified for federal income tax exemption under Section 501(c)(3) of the Internal Revenue Code on March 5, 1956.

Assets and liabilities, and revenues and expenses, are recognized on the accrual basis of accounting.

Inventories are stated at the lower of printing cost or market value.

Fixed assets are stated at cost, less accumulated depreciation computed on the straight-line method. Furniture and equipment are depreciated over their estimated useful lives of from three to five years and the Headquarters Building is depreciated over an estimated useful life of 40 years.

All amounts received for individual and institutional memberships are recorded pro rata as revenues in the applicable membership period. The deferred liability is computed accordingly.

The receipts and disbursements of local councils are not included in the Association's financial statements. In accordance with Internal Revenue Service requirements each council is to submit its own information to the Internal Revenue Service. The funds remitted by Regional Conferences to the Association are reflected in the Association's records.

NOTES TO FINANCIAL STATEMENTS

1. **Excess (Deficiency) of Revenues Over Expenses.** The excess (deficiency) of revenues over expenses is composed as follows:

	Year Ended June 30	
	1978	1977
Unrestricted:		
Operating Fund	\$ 39,599	(\$15,136)
Restricted by Resolution of Board of Directors:		
Building Fund	9,258	(16,949)
Research Fund	(10,857)	80
Library Fund	404	(1,283)
Professional Projects Fund	(3,900)	667
International Development Fund	1,108	3,414
Nila B. Smith Endowment Fund	240,135	—
Regional Conference Reserve Fund	33,482	8,481
ERIC/RCS Revolving Fund	1,529	103
	<u>\$310,758</u>	<u>(\$20,603)</u>

As of June 30, 1978, pursuant to a resolution of the Board of Directors, the \$39,599 excess of revenues over expenses of the Operating Fund for the year ended June 30, 1978, was transferred in equal amounts to the Building Fund, Research Fund, Library Fund, Professional Projects Fund and International Development Fund.

2. **Unrelated Business Income.** For the year ended June 30, 1978, \$8,728 was provided for federal income tax on income subject to such tax. For the year ended June 30, 1977, the Association had no income subject to federal income tax.
3. **Unemployment Compensation.** In accordance with the laws of the State of Delaware, the Association has elected to self-insure for unemployment compensation. No provision is made for possible future claims.

AUDITORS' REPORT

To the Board of Directors, International Reading Association, Inc.

In our opinion, the accompanying statements of financial position and the related statements of revenues and expenses and changes in financial position present fairly the financial position of International Reading Association, Inc. at June 30, 1978, and June 30, 1977, the results of its operations, changes in fund balances and changes in financial position for the years then ended, in conformity with generally accepted accounting principles consistently applied. Our examinations of these statements were made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

Northbrook, Illinois
August 5, 1978

Jerome Emer & Co.
Certified Public Accountants

INTERNATIONAL READING ASSOCIATION

800 Barksdale Road, PO Box 8139, Newark, Delaware 19711 U.S.A.
(302) 731-1600 Cable Address: Reading, Newark, Delaware

OFFICE OF THE EXECUTIVE DIRECTOR Ralph C. Staiger, Executive Director; Claudia Casey, Asst. to Exec. Director; Alida Cutts, Secretary; Donna Staats, Secretary; Lorraine Driscoll, Part-time Typist; Drew Cassidy, Public Information Officer; Carol DeSantis, Secretary; Rosalie Anderson, Membership Service Coordinator; Diane Tucker, Receptionist; Gloria Smith, Librarian

PROFESSIONAL PROGRAMS DIVISION

Conferences Department Ronald Mitchell, Director; Marcia Schreiber, Adm. Assistant; Jean Weaver, Secretary; Elaine DiLeonardo, Program Coordinator; Eileen Sargent, Exhibit Manager; Merie Sargent, Secretary, 330 E. Beaumont Avenue, Milwaukee, WI 53217

Membership and Council Relations Department James Sawyer, Director; Elizabeth Smith, Secretary; Myra Woods, Council Coordinator; Kay Hays, Field Consultant & Special Asst. for Membership; Pamela Hoecker, Field Consultant, 330 E. 13 Street, Tucson, AZ 85701 (602-792-3670); Oliver Patterson, Field Consultant, 215-25 Hollis Avenue, Queens Village, NY 11429 (212-479-7795); David Rhoads, Field Consultant, 65 S. Chestnut Street, Aurora, IL 60506 (312-896-0106)

Research Department John Guthrie, Director; Nancy Walz, Secretary; Mary Seifert, Research Specialist

PUBLICATIONS DIVISION Lloyd Kline, Director; Hilda Stauffer, Secretary

Journals Department Janet Binkley, Editor; Sue Brennan, Editorial Associate; Sue Kirch, Editorial Assistant; Sally Ballenberg, Editorial Assistant; Barbara Wallace, Part-time Clerk Typist

Organization Publications Department Mary Stainton, Coordinator; Prudence Blades, Editorial Assistant

Publications Production Department Ailaon Dailey, Coordinator; Doris Benson, Senior Typesetter; Carol Page, Typesetter; Rose Brogdon, Typesetter

Professional Publications Department Faye Branca, Editor; Romayne McElhaney, Editorial Associate

FINANCE AND ADMINISTRATION DIVISION Ronald Allen, Director; Linda Hunter, Administrative Assistant

Accounting and Records Department Davis Deibert, Controller; Accounting Section: Gertrude Zamorski, Supervisor; Jennie Bomar, Senior Accounting Clerk; Ruth Diehl, Accounting Clerk; Gloria Doughten, Publications Billing; Imogene Records, Accounts Payable; Louise Schilling, Accounts Receivable; Dolores Stradley, Membership Billing; Records Section: Nancy Meyer, Supervisor; Debbie Davis, File Clerk; Barbara Dixon, Records Maintenance; Anne Naleanik, Institutional Records

Data Processing Department Rena McLaughlin, Manager; Sandra Bennett, Computer Operator; Darlene Brown, Key punch Operator; Pat Merrick, Key punch Operator

Production Services Department Coleman White, Manager; Nancy Sagers, Production Planner; Printing Section: Mauro DiReda, Senior Printer; Randy Warren, Printer; Pat Aiken, Printer; Production Pool Section: Beth Carroll, Senior Production Typist; Laurie Czajkowski, Production Typist; Leslie Patrick, Production Typist; Patricia Balthis, Part-time Typist; Shipping and Receiving Section: Tom Jordan, Supervisor; Iona Sauscerman, Mail Clerk; Eugene Wilson, Mail Clerk; Larry Ammermon, Stock Clerk

REGIONAL OFFICES **European Office** Association Internationale pour la Lecture, 54 rue de Varenne, 75007 Paris, France, Elisabeth Boucherant, Director; Florence Kerouedan, Assistant; **Latin American Office** Asociacion Internacional de Lectura, Talcahuano 1040, Of. 111, 1013 Buenos Aires, Argentina, Isabel Mignone, Director